Studying the Effectiveness of the FRIENDS Program Training on Promoting Social Skills of Children in Shiraz City

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Abstract

One of the important achievements of the childhood is achieving social skills that can be promoted by on time training. This study aimed to evaluate the effectiveness of FRIENDS training programs on children’s social skills in Shiraz. Research method is pre-test and post-test quasi-experimental and follow-up with the control group. The statistical population included all 9 to 11 years old male and female children in Shiraz elementary schools in the academic year 2014-15 that among them, 20 students were selected by multistage random cluster sampling method by using the social norms Gresham Elliott teachers form and were randomly divided into two test groups (n = 10) and control group (n = 10). The test group had been trained for 3 months and the control group did not receive any interference; after the end of the program, the test was taken and the follow-up stage was conducted one month after intervention. Data analysis was performed based on multivariate analysis of covariance. The results showed that FRIENDS program has significantly increased children’s social skills and the process had remained stable until follow-up phase. FRIENDS program can be considered as a preventive intervention in the promotion of children’s social skills.

Keywords: FRIENDS program, children, social skills.
Introduction

Children form a major part of the world's population, attention to their physical, emotional, mental and behavioral growth, has always been emphasized by scholars and intellectuals, so that in 25 years ago, behavioral, social and emotional problems of children have been discussed as one of the main Psychiatry and psychology issues (Mash, Berkeley, 2014). Various aspects of growth including physical, linguistic, cognitive, emotional and social play an important role in the formation of the next character and children (Maggi, Irwin, Siddiqi and Hartzman, 2010), so that social and emotional growth of children are important developments lines that many psychologists believe that the formation and evolution of them underlie the realization of other functions of children in the coming years (Kendall, 2011). One of the important achievements of childhood is social skills learning (Jamyang-shring, 2004); the meaning of social skills is a set of learned behaviors that is a point of the success and continuation of the positive social interaction such as helping, relationships starting, mood controlling and in other word social growth of children (Berry, O'Connor, 2010).

Today, children are facing with many shortages and problems that can be affected on emotional and social behavior, educational performance and their mental health in general. However, scientific, educational studies and children's clinical applications programs have focused on social skills for children. Perhaps the reason of this matter is the impact of children's emotional and social aspects on educational, social and future life, so that weaknesses and deficiencies in social skills can seriously affect a person's opportunities to advance the life, work conditions and free time activities and his other and activities (Meller and Grimpel, 2006; Kendall, 2011).

Education and frequent interventions to improve social skills and prevention, recovery and treatment of anxiety and depression in children have been conducted with different approaches (e.g. Brock, 2012; Mash and Berkley, 2014; Hoffman, Asnaani, Vonk et al., 2012; Landerth, Ray and Bartton, 2009), but one of the most widespread methods of intervention (preventive and therapeutic) is FRIENDS program in the past two decades that the World Health Organization due to sufficient evidence to improve social behavior, anxiety and depression in children, emphasized on it; FRIENDS program is based on cognitive behavioral therapy approach that had been established by "Paula Barrett" in Australia (World Health Organization, 2004). FRIENDS program helps children to learn ways to cope with feelings of fear, anxiety and depression and preparing necessary conditions in order to promote and developed their emotional resilience and self-esteem. This program have been affective by helping children to manage psychological stress such as fear, anxiety, and also the enhancement of skills for their present and future life (Liddell and McMillan, 2010).

Due to the fact that today children are faced with many challenges and problems and this issue can affect their social skills, it is necessary to promote their social skills by timely intervention and education of the children; because social skills were acquisitive and were learned through observation, modeling, practice and feedback and can be promoted by training children's social skills.

Therefore, with regard to this important and that the program is running for decades in Australia, Canada, US and seventeen European countries at different levels of education and so far no research has been done on the basis of this program in Iran; So it is necessary be discussed the
effectiveness of the program at the heart of Iranian society. From this, it appears that FRIENDS program can be effective on promoting children's social skills.

Review of the literature
The first evidence of the effectiveness of the Koala program (which forms the main basis of FRIENDS program) has been presented based on cognitive behavioral therapy alone and cognitive behavioral therapy plus family group and also a waiting list of 79 among children (7-14 years old) with diagnostic criteria for separation anxiety, social phobia and generalized anxiety by Barrett, Dodds and Rapy (1996).

Barrett, Sonderegger and Xenos (2003), in a national trial, studied the efficacy of FRIENDS program to deal with anxiety and adjustment problems of young immigrants in Australia. Their results were reassessed after 6 months and showed the effectiveness of the FRIENDS program as previous studies on increasing self-esteem and reducing psychological symptoms of anxiety, depression and compatibility problems and pessimism were significant. Also, such follow-up results were significant after six months.

Siu (2007) concluded that children, after the intervention, have significantly higher self-esteem and less internalizing symptoms than the control group. Also Siu (2008), in two studies showed that the FRIENDS program significantly reducing behavioral symptoms and anxiety of 8 to 10 years old children in Hong Kong. Liddell and McMillan (2010) in evaluating FRIENDS program in Scotland environment, concluded that the effectiveness of these programs was significant on a variety of anxiety disorders, especially social phobia, depression, negative mood and social skills and behavior, and therefore follow up for 4 months, has also supported the effectiveness of the FRIENDS program on reducing anxiety and depression.

Rodgers and Dunsмуir (2015) by investigating the effectiveness of FRIENDS program on the anxiety and adjustment of 12 to 13 years old school children showed that effectiveness of FRIENDS program on reducing general anxiety and increasing the school students adjustment was significant in the post-test and 4 months follow-up in the intervention group.

Qanavati and Nisei (2010) showed that the group council training by cognitive-behavioral method caused to significantly reduction of aggression (anger and nervousness, aggression and insults, grudge and malice) female employees at post-test phase. Kazemi et al (2011) have done a study as the examining the efficacy of life skills on social competence of students with mathematical disorder. The results showed that life skills training increases social competence of students with mathematical disorder. These results have important implications as a result of training and consulting services for these students as an important part of treatment. Qaraie and Fathabadi (2013) showed that social skills increase during the intervention and reducing skills (above the baseline) in the follow-up period have shown an increase in skills during the intervention and follow up.

Research method
The research method is quasi-experimental with pretest-posttest of control group and then follow-up. After obtaining the inclusion criteria (qualifying scores for the questionnaires, ranging from 9 to 11 years old, without record of behavioral and emotional problems, lack of referral to conceal centers, family consent about continued participation in the program, continually participation in training sessions) selected as subject and randomly assigned to a test group and a
control group. The test group has been trained FRIENDS program for three months by the researcher and one month after the implementation of the post-test phase, the follow up phase was conducted. In this research, the independent variable is FRIENDS program and the dependent variables are anxiety, depression and social skills.

The statistical population included all male and female children with 9 to 11 years old of elementary school of the first educational zone in Shiraz city in educational years 2014-15. The sample was selected by multistage random cluster sampling. For this purpose, among the zone telemetry schools, two boy's school and two girl's schools were randomly selected; in the next stage, with a visit to the school, was discussed about the study objectives and characteristics of students as subjects will be studied. After coordination with students' teachers who were asked to introduced students with symptoms of depression and anxiety and lack of social skills and behavior. Then all the students who range in age from 9 to 11 years old, screening was done by children anxiety questionnaire, children Depression inventory and Gresham Elliott's teacher forms of social criteria questionnaire.

Then 20 students with symptoms of anxiety, depression and also low social skills were selected and randomly divided to two groups, test group (n = 10) and control group (n = 10). Testgroup were exposed to FRIENDS program for 3 months and control group did not receive any intervention. After three months and the end of the program, a test was taken and a month after the end of FRIENDS training program, the follow up stage was done. Measuring instruments were used in this study are:

**Children's Depression Inventory**: Children's Depression Inventory (CDI) is a 27-item self-report instrument to assess depressive symptoms in children by Kovacs (1985), that made according to the Beck's depression inventory models and it based on psychological syndrome that is designed for measuring behavioral, cognitive, and emotional symptoms of depression in children and adolescents aged 7 to 17 years old and create a wide range of symptoms of depression included confusion, problems with hedonic capacity, vegetative performance, low self-evaluation, hopelessness and interpersonal problems (Landreth and Gary, 2001). Coax's Children Depression Inventory includes five subscales which include negative mood, interpersonal problems, frustrated sense, lack of pleasure (anhedonia) and low self-esteem. Studies showed good psychometric properties for the CDI.

The internal consistency base on Cronbach's alpha is 0.86. Good concurrent validity and discriminant have also been reported (Logan et al., 2013). Previous international studies have shown the Children's Depression Inventory is a valid measurement with high internal consistency and obtained 0.71 to 0.89 Cronbach's alpha (Daily Jones 4, 2002; Thompson et al., 2008). The validity and reliability of CDI has been studied in Iran; in a Rajabi and Attari's study on samples of boys and girls of middle school in Ahwaz, the coefficient of internal consistency is 0.88 and retest reliability is 0.81, respectively. In Dehshiri and colleagues’ study (quoted by Mohammadi, Borjali, Eskandari and Delaware, 2010) CDI were executed on a sample of girls and boys of secondary school in Tehran; the researchers have reported retest reliability and internal consistency coefficient, 0.82 and 0.83 respectively. In this study, the questionnaire as a diagnostic test for depression as pre-test - post-test (to assess the effect of the dependent variable from the independent variable) was used. In this study, validity of questionnaire and reliability analysis was approved and its reliability was estimated by Cronbach's alpha 0.79.
Questionnaire for diagnosis children with anxiety disorders: the questionnaire for diagnosed children's anxiety-related disorders (DSCARE) is a self-report tool, was made by Birmaher (1999) to detect anxiety disorders according to IV-DSM criteria, in children for 8 to 18-year-old and including a general anxiety scale and five subscales (generalized anxiety, separation anxiety, social anxiety, school phobia, and panic physical-shaped disorder). To determine the reliability of this test three methods of Cronbach's alpha, split-half (internal consistency) and reliability (consistency) were used, Cronbach's alpha coefficients in subtests in the range of 0.92 – 0.74 and 0.93 in total, in the method the two halves of the range of 0.91 – and 0.71 and total 0.89 and reliability in the range of 0.92 –0.82 and total 0.92 have been obtained (Qamari Givi, Abbasi and Fallahzadeh, 2009). In this study, validity and reliability were confirmed by Anly analysis and its reliability was estimated by Cronbach's alpha 0.85.

Social Skills Rating Scale: Social Skills Rating Scale (SSRS) has a special form for father, mother and teacher. Social Skills Rating Scale evaluates children's social behavior at home and in school environments for screening, students' classification and planning of teaching social skills for children. The scale has been prepared in three forms for preschool, elementary and secondary schools and set based on the child's growth. Social Skills Scale contains three special forms of evaluation by parents, teachers and students. Each form of scales can be used alone or in combination. In the present study, teacher's form has been used with 48 items of three options (including, Never (0); Sometimes (1); Often (2)).

In this research, social skillsthat including behaviors such as cooperation, assertion and self-control (self-control) had been used. These sections are provided in the subtest and the sum of the scores achieved in these subtests, social skills score was obtained. Reliability was reported from 0.74 to 0.95 for teachers (Gresham & Elliot, 1999). Psychometric properties of the scale in the non-American culture have been studied less. Shahim (2002) evaluated the reliability of this scale for social skills 0.87, cooperation 0.76, decisiveness 0.72 and self-determination 68/0.

In a group of normal children, coefficients from 0.49 to 0.96 for teachers' form and parents' form have been inconsistent (Shahim, 1998, 1999). Based on Gresham and Elliott's findings (1990), this scale has good construct validity and favorable at the same time and diagnostic and therapeutic applications were confirmed for schoolchildren in several studies. Shahim (2002) has been confirmed the construct validity as well as the main factor of it. In this study, validity and reliability, with Anly analysis was approved estimated by Cronbach's alpha. Cronbach's alpha coefficients for total score of social skills equals to 0.83 and subscales between are 0.64 to 0.76 and Cronbach's alpha behavior problems equals to 0.78.

Training of the FRIENDS Program
"FRIENDS program" is a cognitive-behavioral program for children that have been designed by Barratt (1990). In studies in Australia and intercultural studies in 17 countries, its effectiveness has been confirmed. "FRIENDS program" composed of seven letters that each one are the headwords of project or intervention steps that seven letters are:
F: Familiar with the feeling.
R: Regular relaxes.
I: Part thinking (green think and red think).
E: teaching problem solving.
N: the reward to any success.
D: Practice the learned skills.  
S: Breezy program (Barrett, 2004). 
This program helps children and young people to learn how to deal with feelings of fear, anxiety, negative mood and depression; the program at the level of cognitive, emotional, behavioral and physiological helps children to increase social functioning and self-esteem with positive coping, learn how to promote emotional resilience. This program is developed intervention program that based on the Kendall's fighting cats (1994) has been designed". FRIENDS program", in all children age groups, from 4 to 16 years old is applicable and there are three applications or it that this study FRIENDS program for 8 to 11 years old children was used. This program has been designed specifically for use in schools that is applicable in a non-clinical format based on the group as a global preventive program by teachers in normal time of class. Conducted studies have confirmed the validity of this program in Australia, Canada and 17 other countries, the World Health Organization since 2004, announced to run this program around the world (Baratte, 2013). The program can be run in 10 part and nearly 3 months. Up to now, over hundreds of studies on the effectiveness of the program, in the prevention and treatment of anxiety disorders in children, promote emotional resilience (flexibility of action), life skills, including social skills and etc. are effective (Barth et al, 1999). The content of "FRIENDS program" adapted from Barth et al (1999) is presented at below.

Table 1: content of FRIENDS program

<table>
<thead>
<tr>
<th>Part I: Introduction of FRIENDS program</th>
</tr>
</thead>
<tbody>
<tr>
<td>The second part: Introduction of the feelings</td>
</tr>
<tr>
<td>The third part: the relationship between thoughts and feelings</td>
</tr>
<tr>
<td>The fourth part: Learning to deal with concerns- emotions detection, relaxation and how to feel good</td>
</tr>
<tr>
<td>The fifth part: Learning to deal with concerns, develop positive self-talk</td>
</tr>
<tr>
<td>The sixth part: learning to deal with concerns- challenge with negative thoughts and unhelpful</td>
</tr>
<tr>
<td>The seventh part: learning to deal with concerns- develop problem solving skills</td>
</tr>
<tr>
<td>The eighth part: learning to deal with concerns- step by step program and encourage yourself for success</td>
</tr>
<tr>
<td>The ninth part: learning to deal with concerns - role play and using practice in the FRIENDS skills</td>
</tr>
<tr>
<td>The tenth part: Review and Party - learnings pluralization and encounter with potential problems</td>
</tr>
</tbody>
</table>

Research findings
To analyze the data, using tests including independent t-test and the analysis of multivariate covariance, can be seen in Table 2; the difference can be seen the mean scores of social skills and its aspect in groups on posttest, pretest and follow up, that the difference is more pronounced in the test group. For studying the observed significant differences, the multivariate covariance (MANCOVA) was used with pre-test control of the dependent variable.

Table 2: Mean and standard deviation of social skills of groups in the pretest, posttest, and follow-up

<table>
<thead>
<tr>
<th>Groups</th>
<th>tests</th>
<th>Pre-test</th>
<th>Post test</th>
<th>Follow up</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>M</td>
<td>sd</td>
<td>M</td>
</tr>
<tr>
<td>Control</td>
<td>cooperation Assertiveness Self-control</td>
<td>9/2</td>
<td>3/22</td>
<td>10/20</td>
</tr>
</tbody>
</table>
After collecting presumptions of multivariate covariance analysis test of results that the test of the hypothesis that "teaching FRIENDS program has significant effect on children's social skills in Shiraz city"; the results of Table 3 indicate that the effectiveness of the FRIENDS program on children's social skills in post-test ($F_{(1, 17)} = 37.14$, $P = 0.000$) and follow up ($F_{(1, 17)} = 42.97$, $P = 0.000$) is significant. Also, the effectiveness level of FRIENDS program training according to Eta square, in pre-test step, equals to 67 and in follow up step equals to 72 percent, in addition, statistical exponent is indicator of level of sample quality in groups.

Table 3: Results of the effects between subjects on social skills at post-test and follow-up step

<table>
<thead>
<tr>
<th>effect</th>
<th>Step</th>
<th>sum of squares</th>
<th>df</th>
<th>Mean Squares</th>
<th>F</th>
<th>significances</th>
<th>Eta square</th>
<th>statistical exponent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pre-test</td>
<td>post-test</td>
<td>185/142</td>
<td>1</td>
<td>136/41</td>
<td>6/656</td>
<td>0/019</td>
<td>0/28</td>
<td>0/28</td>
</tr>
<tr>
<td></td>
<td>Follow up</td>
<td>185/709</td>
<td>1</td>
<td>136/41</td>
<td>5/797</td>
<td>0/128</td>
<td>0/25</td>
<td>0/25</td>
</tr>
<tr>
<td>Group membership</td>
<td>post-test</td>
<td>136/142</td>
<td>1</td>
<td>136/41</td>
<td>37/14</td>
<td>0/000</td>
<td>0/67</td>
<td>0/67</td>
</tr>
<tr>
<td></td>
<td>Follow up</td>
<td>136/709</td>
<td>1</td>
<td>136/41</td>
<td>42/97</td>
<td>0/000</td>
<td>0/72</td>
<td>0/72</td>
</tr>
</tbody>
</table>

**Follow up**

To ensure about the observed differences by using Bonferroni test, two groups was compared based on the adjusted average of total scores of social skills in the post-test and follow-up; the results show in Table 4 that indicate the difference in terms of total social skills in the post-test and follow-up has reached at a significant level. It means the average of social skills of test group in both post-test and follow up was significantly higher than the control group. So FRIENDS program training effect to increase children's social skills and this trend has continued in the follow-up phase.
Table 4: Adjusted average of post-test scores and follow up of total social skills of control and test groups

<table>
<thead>
<tr>
<th>group</th>
<th>Adjusted mean</th>
<th>standard error</th>
<th>F</th>
<th>significances</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pre-test</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Experiment</td>
<td>28/02</td>
<td>1/32</td>
<td>37/08</td>
<td>0/000</td>
</tr>
<tr>
<td>Control</td>
<td>39/38</td>
<td>1/32</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Follow up</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Experiment</td>
<td>28/43</td>
<td>0/936</td>
<td>35/01</td>
<td>0/000</td>
</tr>
<tr>
<td>Control</td>
<td>36/27</td>
<td>0/936</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

In table 5, the results of subjects indicate that the effect of FRIENDS program on aspects of children's social skills in post-test is significant, so that the effect of FRIENDS program, according to Chi Eta in the posttest for the cooperation aspect 37%, assertiveness 44%, self-controlling 46% and behavioral problems is 33% that all in less than 0.01 is significant, the greatest impact has been on the post-test and self-control skills.

Table 5: Results of the subjects on aspects of social skills at post-test

<table>
<thead>
<tr>
<th>Source of change</th>
<th>Depend variable</th>
<th>sum of squares</th>
<th>d.f</th>
<th>Means of Squares</th>
<th>F</th>
<th>significances</th>
<th>Eta square</th>
<th>Statistical exponent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Per test</td>
<td>cooperation</td>
<td>1/291</td>
<td>1</td>
<td>1/291</td>
<td>0/196</td>
<td>0/663</td>
<td>0/011</td>
<td>0/70</td>
</tr>
<tr>
<td></td>
<td>Assertiveness</td>
<td>67/40</td>
<td>1</td>
<td>67/40</td>
<td>8/83</td>
<td>0/009</td>
<td>0/342</td>
<td>0/80</td>
</tr>
<tr>
<td></td>
<td>Self-control</td>
<td>11/87</td>
<td>1</td>
<td>11/87</td>
<td>3/30</td>
<td>0/087</td>
<td>0/163</td>
<td>0/40</td>
</tr>
<tr>
<td></td>
<td>Behavioral Problems</td>
<td>46/31</td>
<td>1</td>
<td>46/31</td>
<td>2/83</td>
<td>0/111</td>
<td>0/143</td>
<td>0/355</td>
</tr>
<tr>
<td>Group membership</td>
<td>Cooperation</td>
<td>65/25</td>
<td>1</td>
<td>65/25</td>
<td>9/912</td>
<td>0/006</td>
<td>0/37</td>
<td>0/83</td>
</tr>
<tr>
<td></td>
<td>Assertiveness</td>
<td>101/19</td>
<td>1</td>
<td>101/19</td>
<td>13/25</td>
<td>0/002</td>
<td>0/44</td>
<td>0/93</td>
</tr>
<tr>
<td></td>
<td>Self-control</td>
<td>52/52</td>
<td>1</td>
<td>52/52</td>
<td>14/60</td>
<td>0/001</td>
<td>0/46</td>
<td>0/95</td>
</tr>
<tr>
<td></td>
<td>Behavioral Problems</td>
<td>135/98</td>
<td>1</td>
<td>/98</td>
<td>8/31</td>
<td>0/01</td>
<td>0/33</td>
<td>0/77</td>
</tr>
</tbody>
</table>

In Table 6, the results of the subjects indicate that the effect of FRIENDS program on aspects of children's social skills at follow-up is significant, so that the effect of the training program according to Chi Eta in the follow-up step for cooperation aspect is 28%, assertiveness 41%, self-controlling 22% which all are significant, the greatest impact has been on assertiveness skills.

Table 6: Results of the subjects on aspects of social skills on the follow up step

<table>
<thead>
<tr>
<th>Source of change</th>
<th>Depend variable</th>
<th>sum of squares</th>
<th>d.f</th>
<th>Means of Squares</th>
<th>F</th>
<th>significances</th>
<th>Eta square</th>
<th>Statistical exponent</th>
</tr>
</thead>
</table>

http://www.ijhcs.com/index.php/ijhcs/index
Research findings after controlling the effect of social skills pretest scores based on multivariate analysis of covariance revealed, the effectiveness of the FRIENDS program is significant on improving children's social skills at post-test and follow-up, so that the impact of FRIENDS training program, at post-test was 67 percent and at follow-up step was 72 percent. In other words, interventions to increase children’s social skills have significant effect and this trend has continued in the follow-up phase. Also, in study of social skills aspects, results revealed that FRIENDS training program at post-test step was significant less than 0.01 on improving working skills, assertiveness skills, self-control skills and reduce behavioral problem, so that the most effect was in the post-test on self-control skills. In addition, in the follow up step, the greatest impact was 41% on self-assertive skills.

This finding is in line and consistent with the results of other studies; however, it is important to acknowledge that it was prepared in searches, few studies, especially in the interior of the country study the effectiveness FRIENDS training program on social skills, particularly its components; However, interventions using cognitive behavioral therapy at home and abroad has been widely performed that support the findings of this study, including, Barrett, Sandregger and Xenus (2003); in a national trial, they concluded that FRIENDS program efficacy as previous studies was significant on increasing self-esteem and psychological symptoms of anxiety, depression and pessimism compatibility problems. Also, the follow-up results after six months were significant. Siu (2007 and 2008) showed that children after the intervention have been reported significantly higher self-esteem and less internalizing symptoms.

Liddell and McMillan (2010) in evaluation FRIENDS program in Scotland environment, by using Greshamand Elliott's Social Skills Rating System showed that the effectiveness of these programs has been significant on social and behavioral skills. Rodgers and Dunsmuir (2015) also concluded that the effectiveness of FRIENDS programs to increase the compatibility of school students in post-test and follow-up 4 months in the intervention group was significant. Kazemi, Momeni and Kyamarsy (2011) in a study to assess the efficacy of life skills training on the social competence of students with dyscalculia, have determined that life skills training has increased social competence of students and Qaraiee and Fathabadi (2013) with examined the effectiveness of puppet play therapy on improving social skills in children concluded that Social...
skills promoting during the intervention and reducing skills (above the baseline) in the follow-up period indicate an increase in skills during the intervention and follow-up period.

To explain these findings must be acknowledged that social skills are often considered as a complex set of skills which include communication, problem solving, decision making, dare to exercise, interact with peers and group and self-management, and this issue widely intervention in FRIENDS program. Because in training sessions of FRIENDS program to help students at the cognitive level to learn about themselves, others and the environment, positive thinking skills and as well as to challenge the negative self-talk and attention to their positive features (green thoughts). In this regard, they learn problem solving, interaction, positive coping skills and adaptive behavior. This program encourages children to imitate the positive roles and create a supportive network. In the attachment level, facilitated the relationship of unconditional love, empathy, acceptance and safety for them and in the physiologic aspects "FRIENDS program "helps children learn self-regulation too.

**Conclusion**

FRIENDS training program are a preventive and curative interventions that have effect on children's social skills improvement and promotion.
References


